



Rewarding Learning

General Certificate of Secondary Education
2023

Centre Number

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Candidate Number

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Physical Education

Paper 2

Developing Performance

MV18

[G9772]

FRIDAY 26 MAY, MORNING

Time

1 hour 15 minutes, plus your additional time allowance.

Instructions to Candidates

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

You must answer the questions in the spaces provided.

Do not write on blank pages or tracing paper.

Complete in black ink only.

Answer **all** questions.

Information for Candidates

The total mark for this paper is 100.

Figures in brackets printed at the end of each question indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in questions **9, 12 and 17(b)**.

- 1 A person trains above the recommended baseline of regular and appropriate exercise to achieve peak condition in order to perform their chosen physical activity efficiently and effectively. [1 mark]

The person is developing **physical fitness** for

- 2 State **two** ways in which a high level of physical fitness could affect a sportsperson's performance.
[1 mark for each]

1. _____

2. _____

- 3 Describe what determines a person's **flexibility** potential.
[2 marks]

4 **Static** flexibility and **dynamic** flexibility are key training methods that develop flexibility.

(a) State the **most** suitable type of flexibility training to include in an athlete's **warm-up**. [2 marks]

_____ flexibility training is **most** suitable for the **warm-up**.

Explanation: _____

(b) State the **most** suitable type of flexibility training to include in an athlete's **cool-down**. [2 marks]

_____ flexibility training is **most** suitable for the **cool-down**.

Explanation: _____

5 Explain what **muscular strength** enables a person's muscles to do. [2 marks]

6 State how an **increase** in **muscular strength** may help a sportsperson **improve performance** in the sports named below. [1 mark for each]

Weightlifting _____

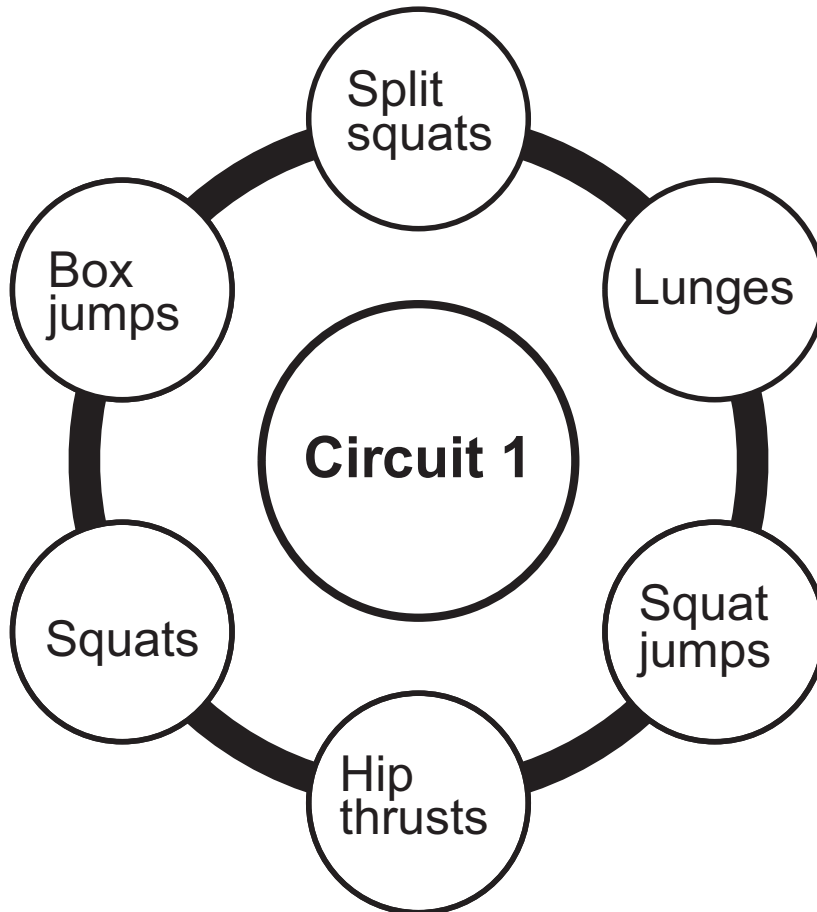
Rugby _____

7 Describe an effective **fartlek** sport training session, including appropriate **times** and **intensities**. [4 marks]

- 8 State how circuit or weight training exercises need to be performed to develop **muscular power**. [1 mark]

- 9 Analyse the circuit training session in **Fig. 1** planned to develop an athlete's physical fitness.

Fig. 1



10 An athlete wants to develop **aerobic** fitness for the cross country season by completing a 6-week training programme.

(a) Complete **Table 1** by planning the **most** suitable type of **exercise** and **training method** for the athlete's 6-week training programme. [2 marks]

Table 1

Exercise	
Training Method	

(b) Complete **Table 2** to plan the **first stage** of the athlete's **warm up** for week 1–2. [4 marks]

In your plan state the:

- **purpose of the first stage of the warm-up**
- **activities**
- **intensity**
- **time**

Table 2

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(c) Complete **Table 3** to create a safe, appropriate and effective 6-week training programme for the athlete by applying the principles of:

- **frequency**
- **intensity** and
- **time**

Use the **type of exercise** and **training method** planned in **Table 1**. [6 marks]

Table 3

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Week 1–2							
Week 3–4							
Week 5–6							

11 Analyse **Table 4** which shows the fitness test results for three GCSE PE students.

Table 4

Student	Fitness Test			
	12-minute Cooper run	Sit and reach test	Vertical Jump	Speed and agility test
A	2200 m	32 cm	68 cm	17.55 secs
B	2900 m	21 cm	72 cm	16.65 secs
C	3420 m	11 cm	52 cm	17.75 secs

(a) (i) Identify the student most likely to be a **long-distance runner**. [1 mark]

The long-distance runner is student _____

(ii) Justify your choice, using evidence from **more than one** fitness test result in **Table 4**. [4 marks]

(b) (i) Identify the student most likely to be a **gymnast**. [1 mark]

The gymnast is student _____

(ii) Justify your choice, using evidence from **more than one** fitness test result in **Table 4**. [4 marks]

(c) (i) Identify the student most likely to be a **basketball player**. [1 mark]

The basketball player is student _____

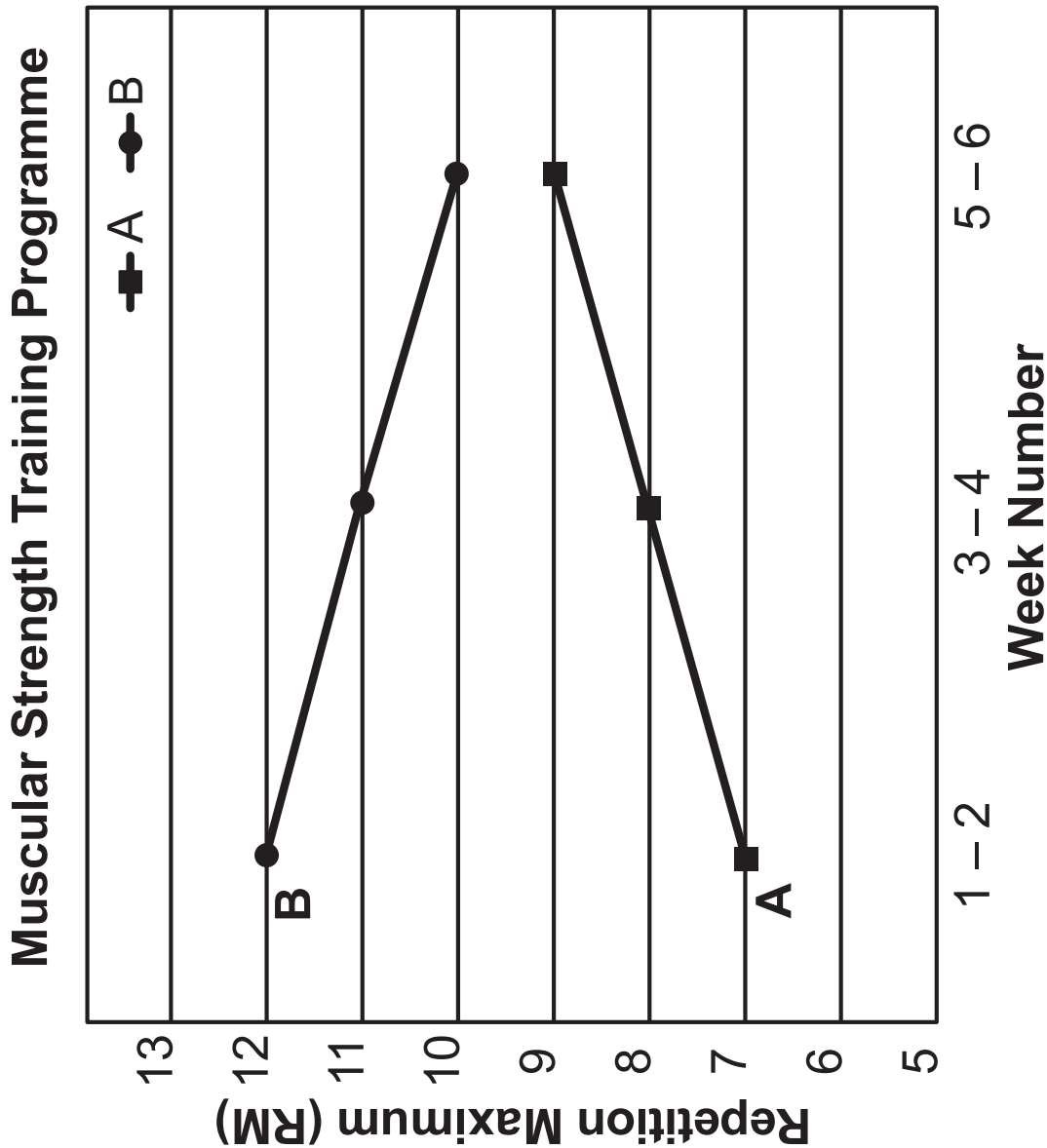
(ii) Justify your choice, using evidence from **more than one** fitness test result in **Table 4**. [4 marks]

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(Questions continue overleaf)

12 Fig. 2 shows the **Repetition Maximum (RM) weight** used by two athletes during a 6-week Muscular Strength weight training programme. The recommended RM weight for the programme was **6–12RM**. Both athletes completed **10 repetitions** throughout the 6-week programme.

Fig. 2



Evaluate the effectiveness of **each** of the athletes' application of the principle of **overload** and **progressive overload** over the 6-week training programme. Use information from **Fig. 2** to support your answer.

Quality of written communication will be assessed in your answer. [9 marks]

Athlete A _____

Athlete B _____

13 Two students start weight training to improve fitness and performance.

- **Student A** wants to further develop **Muscular Strength** to compete in weight lifting competitions. **1–4RM** was recommended for Student A's programme to be effective.
- **Student B** wants to introduce weight training to develop **Muscular Endurance**. **16–25RM** was recommended for Student B's programme to be effective.

(a) Complete **Table 5** to plan **Week 1–3** of Student A's and Student B's isotonic weight training programme.
[4 marks]

Table 5

Training programme phase: Week 1–3	Student A (Muscular Strength)	Student B (Muscular Endurance)
Repetition Maximum (RM)	4RM	25RM
Repetitions		
Rest		

(b) Evaluate the suitability of the planned **Repetition Maximum** for **each** of the students' week 1–3 weight training programmes. [4 marks]

(c) Explain your choice of **repetitions** for **each** of the students' weight training programmes. [4 marks]

(d) Explain the **difference** in your choice of planned **rest** for **each** of the students' weight training programmes. [2 marks]

14 (a) Define **balance.** [1 mark]

(b) State how a performer would **use balance in two different sporting activities.** [1 mark for each]




Name of activity _____

Name of activity _____

15 Describe **whole practice, using an example from a named sports activity.** [2 marks]

16 Study **Table 6** which shows three swimmers at the different stages of learning.

Table 6

		
Swimmer A Olympic Swimmer	Swimmer B Novice Swimmer	Swimmer C Recreational Swimmer

(a) (i) Identify the **stage of learning** for Swimmer **A**.
[1 mark]

Swimmer A is in the _____
stage of learning.

(ii) Describe the performance features of Swimmer A in
this stage of learning. [3 marks]

- (b) (i)** Identify the **stage of learning** for Swimmer **B**.
[1 mark]

Swimmer B is in the _____
stage of learning.

- (ii)** Describe the performance features of Swimmer B in this stage of learning. [3 marks]

- (c) (i)** Identify the **stage of learning** for Swimmer **C**.
[1 mark]

Swimmer C is in the _____
stage of learning.

- (ii)** Describe the performance features of Swimmer C in this stage of learning. [3 marks]

17 A netballer completes a solo shooting drill each week to assess the accuracy of her scoring. To complete the test the netballer stood 1.2m away from the post and attempted 50 shots. **Table 7** shows the results of the test.

Table 7

	Week 1	Week 2	Week 3	Week 4 Target score
Successful shots	16	23	28	

- (a) The coach asked the netballer to set her own target score for Week 4. Complete **Table 7** by planning a **SMART target** score for **Week 4**. [1 mark]

- (b) Explain how **three** of the SMART principles you considered to set Week 4's target will help **improve** the netballer's scoring accuracy.

Quality of written communication will be assessed in your answer. [6 marks]

Principle 1 _____

Principle 2 _____

Principle 3 _____

(c) **Fig. 3** shows the netballer performing the shooting drill.

Fig. 3



State **two** ways **mental practice** could improve the performance of the netballer in the shooting drill.

[1 mark for each]

1. _____

2. _____

SOURCES

All sources © Getty Images

This is the end of the question paper

For Examiner's use only	
Question Number	Marks
1	
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Examiner Number

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